

## Chester Park Elementary School of Inquiry

835 Lancaster Highway  
Chester, South Carolina 29706

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	532 Students	
<b>Principal</b>	Sandra Lindsay-Brown	803-581-7282
<b>Superintendent</b>	Larry B. Heath	803-385-6122
<b>Board Chair</b>	John W. Davis	803-482-4524

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

## BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	52	48	6

## IMPROVEMENT RATING

## AVERAGE

## ADEQUATE YEARLY PROGRESS

## NO

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Below Average	Unsatisfactory	No
<b>2006</b>	Below Average	Average	No

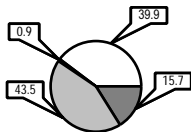
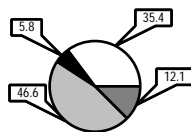
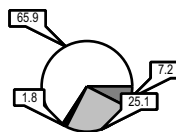
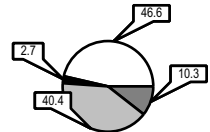
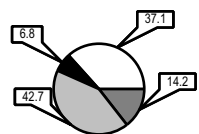
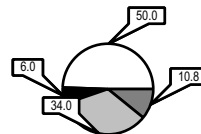
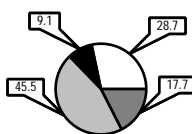
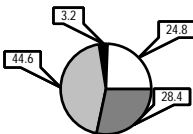
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

98.7%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	224	99.6	39.9	43.5	15.7	0.9	26.9	Yes	Yes
<b>Gender</b>									
Male	111	99.1	40.9	46.4	11.8	0.9	22.7	N/A	N/A
Female	113	100.0	38.9	40.7	19.5	0.9	31.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	52	98.1	27.5	41.2	27.5	3.9	41.2	Yes	Yes
African American	170	100.0	44.1	44.1	11.8	0.0	22.4	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	186	100.0	37.6	43.0	18.3	1.1	30.6	N/A	N/A
Disabled	38	97.4	51.4	45.9	2.7	0.0	8.1	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	224	99.6	39.9	43.5	15.7	0.9	26.9	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	223	99.6	40.1	43.2	15.8	0.9	27.0	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	155	100.0	46.5	40.6	12.9	0.0	21.3	No	Yes
Full-pay meals	69	98.6	25.0	50.0	22.1	2.9	39.7	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	224	99.6	35.0	47.1	12.1	5.8	28.3	Yes	Yes
<b>Gender</b>									
Male	111	99.1	29.1	52.7	14.5	3.6	30.9	N/A	N/A
Female	113	100.0	40.7	41.6	9.7	8.0	25.7	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	52	98.1	27.5	45.1	11.8	15.7	43.1	Yes	Yes
African American	170	100.0	37.6	48.2	11.2	2.9	22.9	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	186	100.0	32.3	47.3	13.4	7.0	31.2	N/A	N/A
Disabled	38	97.4	48.6	45.9	5.4	0.0	13.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	224	99.6	35.0	47.1	12.1	5.8	28.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	223	99.6	35.1	47.3	11.7	5.9	27.9	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	155	100.0	41.3	46.5	10.3	1.9	18.1	No	Yes
Full-pay meals	69	98.6	20.6	48.5	16.2	14.7	51.5	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	224	99.6	65.6	25.0	7.6	1.8	9.4
<b>Gender</b>							
Male	111	99.1	63.1	27.0	7.2	2.7	9.9
Female	113	100.0	68.1	23.0	8.0	0.9	8.8
<b>Racial/Ethnic Group</b>							
White	52	98.1	46.2	30.8	17.3	5.8	23.1
African American	170	100.0	72.4	22.4	4.7	0.6	5.3
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	186	100.0	62.9	26.9	8.1	2.2	10.2
Disabled	38	97.4	78.9	15.8	5.3	0.0	5.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	224	99.6	65.6	25.0	7.6	1.8	9.4
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	223	99.6	65.9	24.7	7.6	1.8	9.4
<b>Socio-Economic Status</b>							
Subsidized meals	155	100.0	74.8	21.3	3.9	0.0	3.9
Full-pay meals	69	98.6	44.9	33.3	15.9	5.8	21.7

<b>Social Studies</b>							
All Students	224	99.6	46.9	40.2	10.3	2.7	12.9
<b>Gender</b>							
Male	111	99.1	43.2	43.2	10.8	2.7	13.5
Female	113	100.0	50.4	37.2	9.7	2.7	12.4
<b>Racial/Ethnic Group</b>							
White	52	98.1	32.7	40.4	17.3	9.6	26.9
African American	170	100.0	51.8	40.0	7.6	0.6	8.2
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	186	100.0	43.0	42.5	11.3	3.2	14.5
Disabled	38	97.4	65.8	28.9	5.3	0.0	5.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	224	99.6	46.9	40.2	10.3	2.7	12.9
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	223	99.6	47.1	39.9	10.3	2.7	13.0
<b>Socio-Economic Status</b>							
Subsidized meals	155	100.0	53.5	38.1	7.7	0.6	8.4
Full-pay meals	69	98.6	31.9	44.9	15.9	7.2	23.2

**Abbreviations for Missing Data**
**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	82	100.0	37.0	43.2	18.5	1.2	19.8
	4	90	98.9	41.6	42.7	15.7	0.0	15.7
	5	82	100.0	50.6	43.0	6.3	0.0	6.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	67	100.0	40.3	35.8	23.9	0.0	23.9
	4	80	100.0	40.0	46.3	11.3	2.5	13.8
	5	77	98.7	39.5	47.4	13.2	0.0	13.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	82	100.0	34.6	59.3	6.2	0.0	6.2
	4	90	100.0	42.2	38.9	15.6	3.3	18.9
	5	82	100.0	40.5	44.3	12.7	2.5	15.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	67	100.0	37.3	53.7	9.0	0.0	9.0
	4	80	100.0	40.0	40.0	11.3	8.8	20.0
	5	77	98.7	27.6	48.7	15.8	7.9	23.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	82	100.0	72.8	23.5	3.7	0.0	3.7
	4	90	100.0	66.7	26.7	5.6	1.1	6.7
	5	82	100.0	72.2	22.8	5.1	0.0	5.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	67	100.0	64.2	35.8	0.0	0.0	0.0
	4	80	100.0	65.0	22.5	11.3	1.3	12.5
	5	77	98.7	67.5	18.2	10.4	3.9	14.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	82	100.0	37.0	56.8	4.9	1.2	6.2
	4	90	100.0	36.7	45.6	14.4	3.3	17.8
	5	82	100.0	54.4	38.0	7.6	0.0	7.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	67	100.0	37.3	55.2	6.0	1.5	7.5
	4	80	100.0	46.3	38.8	12.5	2.5	15.0
	5	77	98.7	55.8	28.6	11.7	3.9	15.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 532)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	5.8%	Down from 7.7%	3.7%	2.8%
Attendance rate	94.2%	Down from 94.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.5%	Down from 3.2%	0.1%	0.0%
Eligible for gifted and talented	5.7%	Down from 6.9%	7.0%	10.4%
On academic plans	71.6%	N/AV	43.5%	33.6%
On academic probation	11.3%	N/AV	0.2%	1.0%
With disabilities other than speech	9.4%	Up from 8.7%	8.6%	7.5%
Older than usual for grade	0.8%	Up from 0.0%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 39)</b>				
Teachers with advanced degrees	64.1%	Up from 62.2%	51.5%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.9%	N/A	2.6%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	66.3%	Down from 69.6%	87.1%	87.3%
Teacher attendance rate	92.2%	Down from 95.4%	95.0%	94.9%
Average teacher salary	\$44,251	Up 3.2%	\$42,070	\$42,485
Prof. development days/teacher	7.3 days	Down from 13.1 days	13.2 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Up from 16.0 to 1	17.7 to 1	18.6 to 1
Prime instructional time	84.7%	Down from 86.7%	89.7%	89.7%
Dollars spent per pupil*	\$9,541	Up 67.0%	\$6,841	\$6,557
Percent of expenditures for teacher salaries*	52.8%	Down from 69.9%	63.1%	64.0%
Percent of expenditures for instruction*	56.4%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	6.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The entire Chester Park Elementary School of Inquiry community is to be commended for their initiative, dedication, and hard work during the 2005-06 school year. We pride ourselves on the philosophy of meeting the needs of all of our students. Making a difference with each individual student is our main emphasis. Our school-wide efforts continue to be directed toward established goals that are directly aligned to Chester County School District.

Now in our third year of existence on a modified school calendar, we are home to 532 students and 55 faculty members. Our unique calendar allows our students to begin their year during the summer and extend the year beyond the traditional school closings. It is our belief that increased student learning will result from additional instructional days and a shorter summer vacation. Our school recognizes the importance and impact of a safe environment, positive school climate, and community involvement. In our discussions this year, we determined that beyond our commitment to academic success, we must include in our mission statement involvement with our stakeholders and teachers to provide challenging work that will prepare their children/students for a successful future. As we strive for continuous school improvement, we are moving toward our goals in student achievement, teacher and administrator quality, and a positive school climate.

Chester County School District funded mini-grants that our teachers participated in. The grants will assist with core curriculum and enrichment activities. Our school also received financial rewards from many local businesses and community members in support of our school programs and field experiences.

Our school leadership team along with our PTO and School Improvement Council felt a need to devote much time and effort to science and math instruction. A science fair week was held this year for the first time and was well accepted by our parents and students. This is a direction that our staff and PTO/SIC would like to see implemented on a bi-yearly basis.

The PTO and School Improvement Council continue to support outstanding work at our school. It is our hope that the entire school community will continue to work together to ensure that Chester Park Elementary School of Inquiry remains a wonderful place to grow and be challenged.

Sandra Lindsay-Brown, Principal

Anthony Commodore, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	37	67	54
Percent satisfied with learning environment	70.3%	86.2%	83.0%
Percent satisfied with social and physical environment	83.8%	83.3%	80.8%
Percent satisfied with school-home relations	59.5%	86.6%	78.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.